

Governance Guide

 **TAFTCOLLEGE**

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Taft College Governance Guide 2018-19

Table of Contents

Mission, Vision and Values	1
Governance Guide Development Team and Review Group	2
Introduction	3
Regulatory Framework for Participatory Governance	3
Principles of Participatory Governance	4
Participatory Governance Processes	5
Participatory Governance Structure	6
Groups that Develop Recommendations through Collegial Consultations	7
Governance Groups.....	7
Governance Committees.....	7
Specific Governance Groups	7
Board of Trustees	7
Superintendent/President.....	8
Faculty	8
Staff: Confidential Management, Classified Management and Classified Staff.....	9
Students.....	9
Roles, Structures and Membership of Committees in the Governance Process	10
Role of the Governance Council.....	10
Governance Council Committees	11
Academic Senate	13
Role of the Academic Senate	13
Academic Senate Committees	14
Associated Student Organization (ASO)	16
Role of the Associated Student Organization.....	16
Operational Groups	17
Task Forces	18
Participatory Governance Decision-Making Process Flow Chart	19
Appendices	20
Title 5 53200 – 53205	21
Title 5 51203	23
Title 5 51203.5	24
Title 5 51023.7	26
Board Policy 2510.....	28
Administrative Procedure 2510.....	30
Governance Council Charter	34

Strategic Planning Committee Charter	36
Budget Committee Charter	37
Access Committee Charter	38
Campus Safety and Security Committee Charter	39
Information Technology Committee Charter	41
Student Success Committee Charter.....	42
Governance Council Committees Guiding Principles	43
Governance Council Self Evaluation Tool.....	44
Governance Council Self Evaluation Results 2014	46
Web Address for Meeting Agendas/Minutes	



Taft College

Mission, Vision and Values

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Our Values

- Students and their success.
- A learning community with teaching excellence
- An environment conducive to learning, fairness, dialogue, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, support services, and community.
- Innovation, diversity, creativity, and critical thinking.
- Academic, financial, personal and professional development.
- A transparent, accessible, participative governance structure.

Review Date: Fall 2018

Governance Guide Development Team

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Introduction

Governance and decision making within the West Kern Community College District are grounded in the belief that all college constituents are committed to working collaboratively in the best interests of students. All members of the college community share a common vision for student success, which is the primary goal for the college. We work together to build and support an environment characterized by a strong commitment to transparent communication, trust and cooperation.

Good faith efforts and a dedication to student success on the part of all involved in participatory governance is critical to enhancing the college's ability to respond to opportunities, solve problems, develop strategies, and ensure that decisions made are in the best interest of the college. This guide provides the framework to enhance and improve the outcomes of collegial consultation processes while delineating the governance structures, processes, and relationships that make collegial consultation work at Taft College.

In order to participate effectively in governance, all constituents need to understand the regulatory framework guiding participatory governance, and their role in it at Taft College. This document describes the governance process by which the college ensures that there are opportunities for meaningful participation in the process.

This document will be reviewed every three years based on the District's assessment of its planning processes. The structures and processes described in this guide have evolved and changed in response to development at the college. Thus, this guide should be considered a living document which will continue to change as the District strengthens its governance processes and structure.

Regulatory Framework for Participatory Governance (AB 1725)

The governance processes at Taft College are designed in accordance with AB 1725 and reflect the commitment to collegial consultation. The Board of Governors of the California Community Colleges shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure the following:

- Faculty, staff and students have the right to participate effectively in district and college governance, and
- The right of Academic Senates to assume primary responsibility for making recommendations in the areas of academic and professional matters (Education Code Sections 70901, 70902, Title 5 53200)

Principles of Participatory Governance

The Taft College governance structure and processes are based on the principle of mutual accountability. The District's governance processes include annual self-evaluation of the effectiveness of the Governance Council, the primary body for participatory governance at Taft College. Each committee of the Governance Council engages in an annual self-evaluation as well. The results of the annual evaluation by the Governance Council and its committees are included in meeting minutes and posted on the internet.

Participatory governance at Taft College rests on a foundation of mutual respect and a commitment to good communication. These qualities are exemplified by the following:

Shared leadership on key college committees

- A meeting process which provides shared responsibility for facilitation, note taking and timekeeping
- An eagerness to share ideas and recognize the contributions of all participants
- Open meetings in which non-committee members are welcome as observers
- Publishing of approved meeting agendas and minutes on the campus internet
- Annual schedules for standing college meetings distributed in the Fall of each academic year
- Posting of agendas and minutes in advance of meetings for those committees subject to the Brown Act
- District wide emails regarding campus-wide developments on issues and decisions

All governance committee work at Taft College is expected to adhere to the following guiding principles and expectations

- Have integrity – to be ethical in all of their actions
- Ensure transparency
- Be self-regulating
- Be enthusiastic in matters pertaining to the Committee
- Be knowledgeable about the issues pertaining to the Committee
- Respond professionally
- Encourage others
- Be accountable

Committee members further promise to:

- Maintain a working familiarity with the Committee procedures
- Meet the expectations being placed upon them
- Work within the committee mandate/charter
- Take individual responsibility

Continued:

- Lead by example
- Remain committed to doing the very best they can do to accomplish committee goals

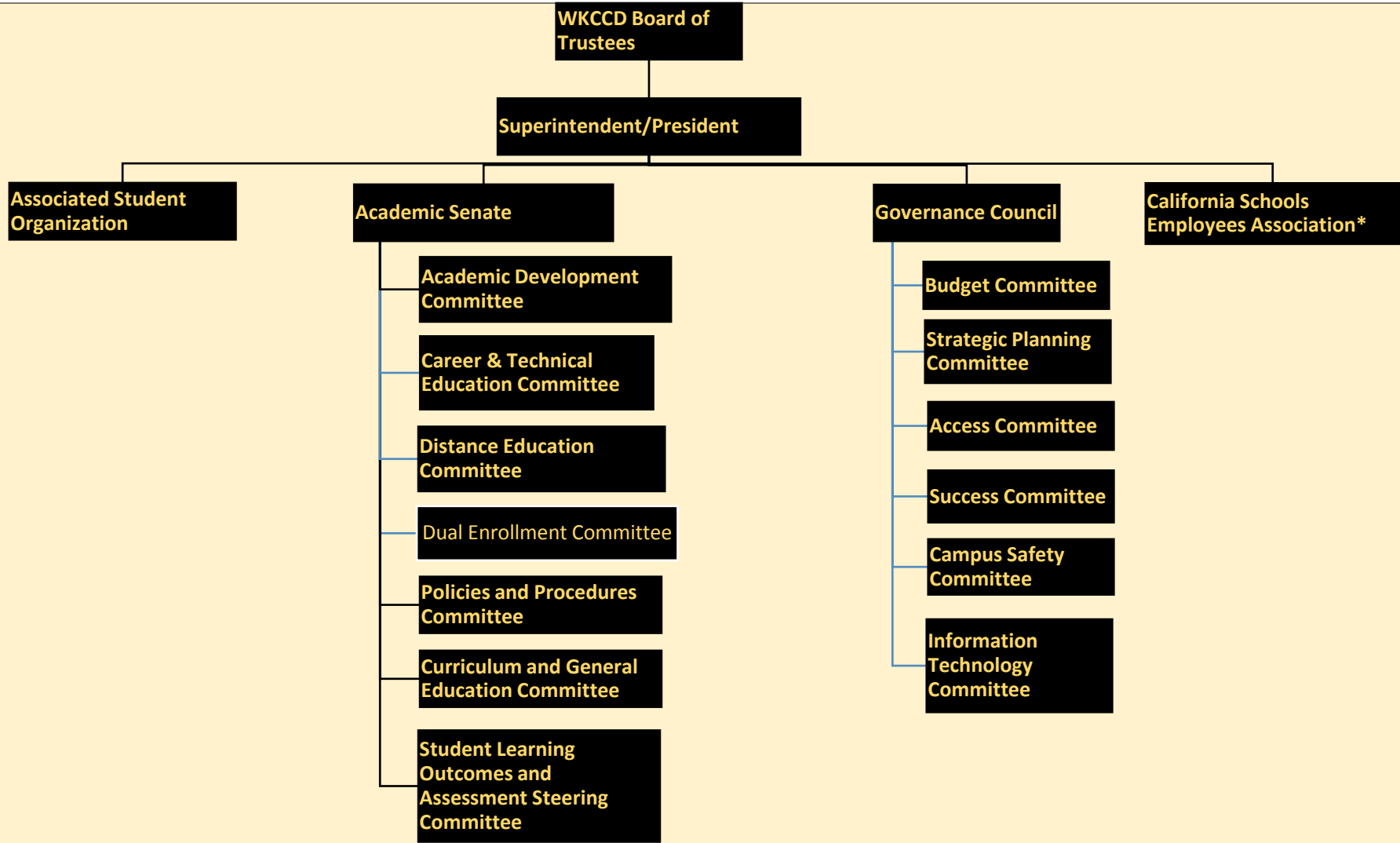
Participatory Governance Process

Three Complementary Processes that function within the college:

- The administrative and operational processes that deal with the functioning and operation of the college within established policies and procedures;
- The collective bargaining processes that deal with the contractual matters and working conditions as defined by the collective bargaining law and the District's commitment to the interest based bargaining process;
- The collegial consultation processes that review, develop, and recommend policies and priorities of the college to the Superintendent/President and the Board of Trustees.

This guide specifically focuses on the collegial consultation processes.

Taft College Participatory Governance Structure



* Classified members represented in governance by their bargaining unit.

Groups that Develop Recommendations through Collegial Consultation

Within the West Kern Community College District, there are categories of groups which provide recommendations on District issues. These groups are defined by the groups' responsibilities and the sources of their authority.

All categories of groups are essential as they represent various constituencies among the college community. Members of each group have two responsibilities: 1) to share input from their constituents to the larger group; and 2) to share information and dialogue from the group back to their constituents. The guiding principles behind the Taft College governance structure rest with each member upholding this vital communication link between the stakeholders they represent and the larger group of which they are a member.

Membership in each body is determined by the stakeholders they represent.

1. Governance Groups

Governance groups are those whose authority is derived, either directly or indirectly from law and regulation. Members of governance groups expressly in the law or regulation, or as delegated by another group which possesses said authority. Members of governance groups represent specific stakeholders and as such, create the vital communication link between constituent groups and the larger governance group. At Taft College, the governance groups are the Governance Council, the Academic Senate, the Associated Student Organization, and the Taft College CSEA Chapter #543 which is the designated group for appointing classified representatives to participatory governance committees.

2. Governance Committees

Governance committees are those constituted by governance groups to effect policy and/or procedural decision making. At Taft College, governance committees have established charters which delineate the scope of purpose and the representative make up of committees. Examples of governance committees include the Budget Committee, Strategic Planning Committee, Student Success Committee, Access Committee, Academic Policies and Procedures Committee, Curriculum and General Education Committee. A matrix of committees are included in this document.

Specific Governance Groups at Taft College

Board of Trustees

The Board of Trustees, as elected representatives of the community, is the final voice of the District (subject to the laws and appropriate regulations of the State Legislature and the Board of Governors). The West Kern Community College District has a governing board that is responsible for establishing policies to ensure the quality, integrity and effectiveness of the District's student learning programs and services and the financial stability of the institution. The West Kern Community College District Board of Trustees serves as an independent policy making body that reflects the public interest. Eligible voters within the District elect the trustees, who serve staggered, four year terms to ensure continuity of service on the Board. The working relationships among trustees are cooperative and transparent, providing for effective board operations.

In addition to elected representatives of the public at large, the Board of Trustees also includes one non-voting student member, who serves a one year term commencing June 1st. The student trustee provides a student perspective on matters before the Board, receives board agendas and materials, attends all open-session Board meetings.

California Education Code 70902 identifies the Board of Trustees as the District's legal and fiduciary body, and outlines associated responsibilities. West Kern Community College District Board Policy 2200 *Board Duties and Responsibilities* specifically defines the governing role of the Board of Trustees. This policy commits the Board to monitor institutional performance and educational quality, assure fiscal health and stability, and to hire, evaluate and delegate power and authority to the Superintendent/President to lead the District.

As defined in Board Policy 2510 *Participation in Local Decision Making*, the Board is the ultimate decision maker in those areas assigned to it by the state and federal laws and regulations. However, the Board is committed to ensuring that members of the District participate in developing recommended policies for board action. In this regard, Board Policy 2510 defines the participatory roles of the Academic Senate, staff and students.

Superintendent/President

The Superintendent/President is the chief representative of the Board and is responsible directly to the Board. The Board of Trustees determines the Superintendent/President's role and authority in governance and decision making, and has memorialized that role in Board Policy and in the job description. The Board has established policies and administrative procedures to select and evaluate the college's chief executive officer, the Superintendent/President. Board Policy 2430 *Delegation of Authority to Superintendent/President* establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. Recommendations of collegial consultation committees are sent to the Board through the Superintendent/President. The Superintendent/President has primary responsibility for the District and provides leadership in planning, organizing, budgeting, selection and developing personnel, and assessing institutional effectiveness.

Faculty

As noted in Board Policy 2510 *Participation in Local Decision Making*, the Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined in the California Code of Regulations Title 5, Section 53200. The Academic Senate, as the representative of the faculty, makes recommendations to the administration of the college and to the Board with respect to academic and professional matters (known as 10+1). The Academic Senate is also responsible for selecting faculty representative(s) on collegial consultation committees, working with other staff who request appointment of faculty to operational and/or advisory committees of the Senate.

The role of the faculty is to participate in:

- The development of recommendations to the Superintendent/President and the Board of Trustees on specific academic and professional matters as outlined in state regulations;
- The processes for developing recommendations that have or will have a significant effect on them.

Staff: Confidential Classified Managers, Classified Managers and Classified Staff

Board Policy 2510 *Participation in Local Decision Making* defines the role of staff in the governance process as participating in:

- The development of recommendations to the Superintendent/President on district policies and procedures that have a significant effect on staff.

Board Policy 2510 further notes that the opinions and recommendations of all staff groups will be given every reasonable consideration. California Code of Regulations Title 5 Section 52013.5 identifies the specific matters which have a significant effect on classified staff.

Students

Board Policy 2510 delineates the role of students in the District governance process as:

- The development of District policies and procedures that have a significant effect on students, as defined by law.
- The recommendations and positions of the Associated Students will be given every reasonable consideration.
- The selection of student representatives to serve on District committees or taskforces shall be made after consultation with the Associated Student Organization.

Nothing in the policy should be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Roles, Structures and Membership of Committees in Governance Process

Role of the Governance Council

The Governance Council is the primary body for participative governance at Taft College. The Council is made up of representatives from all campus constituents including faculty, students, and administration. The Council accomplishes its work through six committees:

- Access Committee
- Budget Committee
- Campus Safety Committee
- Information Technology Committee
- Strategic Planning Committee
- Success Committee

Collectively, these committees assist the Governance Council in performing its role in enrollment management, resource allocation recommendations, maintaining a safe environment for student learning, recommendations regarding technology, annual and long range planning, working toward equity for disproportionately impacted students, student success initiatives, and integrated planning.

The Governance Council encourages participation of all members of the college community in the participative governance process by ensuring a flow of communication to/from the Council to college stakeholders. In particular, the Governance Council processes provides the link between planning and budgeting to support the college in ensuring decision-making is tied to student learning.

The Governance Council is co-chaired by the Superintendent/President and the Academic Senate President. The Council annually evaluates its effectiveness and makes improvements to its processes based on the evaluation data.

The Governance Council consists of the following voting members:

Administration (6)

- Superintendent/President
- Vice President, Instruction
- Vice President, Student Services
- Executive Vice President, Administrative Services
- Executive Director, Human Resources
- Executive Director, Institutional Research & Planning

Management (1)

Classified (4)

Associate Student Organization (1)

Academic Senate (7)

- Academic Senate President
- Division Chair, Applied Technologies or designee
- Division Chair, Liberal Arts or designee
- Division Chair, Learning Support or designee
- Division Chair, Math and Sciences or designee
- Division Chair, Social Sciences or designee
- Division Chair, English Language Arts or designee

Governance Council Committees

The Governance Council conducts its business through the following committees. These committees provide recommendations to the Governance Council.

Governance Council Committees	Purpose	Membership
Access Committee	<ul style="list-style-type: none"> • Provide decision support related to access to educational opportunities to the community of learners served by Taft College • Provide effective enrollment management • Consider new programs/certificates or when following the discontinuation policy • Assess education pathways from high school to other 2 year or 4 year institutions 	VP Instruction (Co-Chair) Academic Senate Appointee (Co-Chair) Administrator (1) Teaching Faculty (1) Non-Teaching Faculty (1) Classified (1) Student (1)
Budget Committee	<ul style="list-style-type: none"> • Monitor budgetary issues • Inform the Governance Council of available resources for new positions and programs • Provide the Governance Council with the costs of proposed projects • Inform the Governance Council regarding budgetary issues 	EVP Administrative Services (Chair) Grants Representative (1) Academic Senate (3) SS Classified Management (1) Foundation (1) Classified (1)
Campus Safety and Security Committee	<ul style="list-style-type: none"> • Serves as the central focal point to examine campus security and safety issues and responsibilities • Provide a forum for input from all campus constituents and helps ensure integrated safety and security programs, procedures, rules and laws are followed • Receives input, investigates current crime trends, current campus safety and security issues, develops new policies and procedures, and analyzes past events for potential improvement • Provides recommendations including campus training opportunities 	VP Student Services (Chair) Faculty (1) Executive Director, Information Services Classified (1) Director, Maintenance and Operations Student (1) Campus Safety Officer and Advisor Dorm Supervisor/Campus Security WESTEC Representative, Executive Director/CIO Science Department Representative Athletic Department Representative Bookstore Representative EVP Administrative Services Executive Director, Human Resources Director, Campus Safety and Security

Governance Council Committees Continued	Purpose	Membership
Information Technology Committee	<ul style="list-style-type: none"> Coordinates technology plans and technology related operational issues 	Director, Information Services (Co-Chair) Superintendent/President Coordinator, Distance Learning (Co-Chair) VP Instruction VP Student Services Academic Senate President Human Resources Representative Library Representative Academic Senate Representative CTE Representative Information Services Representatives (Minimum of 2) Transition to Independent Living Representative Information Technologist
Strategic Planning Committee	<ul style="list-style-type: none"> Oversee the Strategic Planning process Facilitate long-term strategic planning, including but not limited to the integration of the Educational Master Plan, Facilities Plan, Safety Plan, and Technology Plan Assess program plans and program goals for consistency with strategic plan and strategic goals Monitor and report on strategic indicators Monitor compliance with Accreditation and serve as the Accreditation Steering Committee during comprehensive evaluations 	Executive Director of Institutional Research & Planning (Chair) EVP Administrative Services (or designee) VP Instruction (or designee) VP Student Services (or designee) VP Academic Senate (or designee) Dean of Student Services Coordinator, Student Learning Outcomes Academic Senate Representative (3) Classified Representative (1) Student Representative (1)
Student Success Committee	<ul style="list-style-type: none"> Review and analyze college student success data Develop broad, comprehensive strategies for improving student success Analyze and understand the common barriers and momentum points that students experience Use data to identify patterns of demand to inform schedule building to support student goal completion In conjunction with the Access Committee, review methods to improve the integration and alignment of student success efforts across the various plans, including the Student Success and Support Program Plan and Student Equity Plan. 	VP Student Services or Designee (Chair) Dean of Student Success Career Technical Education Director Director, Admissions and Records Coordinator, Distance Learning Division Chair, Learning Support Division Executive Director of Institutional Research & Planning Faculty Representative appointed by Academic Senate Classified Representative appointed by CSEA Pre-Collegiate Success Coordinator Student Representative appointed by ASO

Academic Senate

Role of the Academic Senate

The Academic Senate is a governance and consultative body that represents full-time and adjunct District faculty. The primary purpose of the Academic Senate is to:

- Make recommendations to the administration and Board on academic and professional matters including the following:
 - Curriculum, including establishing prerequisites and placing courses within disciplines
 - Degree and certificate requirements
 - Grading policies
 - Educational program development
 - Standards or policies regarding student preparation and success
 - District governance structures, as related to faculty roles
 - Policies for faculty professional development activities
 - Processes for program review
 - Process for institutional planning and budget development
 - Faculty roles and involvement in accreditation process, including self- evaluation and annual reports
 - Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate
- Make appointments of full-time faculty to other governance bodies and/or their committees as described in this document.
- Collegial consultation means that the District governing board shall develop policies on academic matters through either or both of the following:
 - Rely primarily on the advice and judgment of the Academic Senate, or
 - The governing board, or its designees, and the Academic Senate shall reach a mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations
 - See AP 2510 in the Appendix

Academic Senate Committees

The Academic Senate conducts its business through the efforts of the following committees. The Academic Senate appoints members to these committees and in turn the committees report to the Academic Senate.

Academic Senate Committees	Purpose	Membership	
Academic Development Committee	Revise and align basic skill courses for student improvement	ESL Professor (Chair) VP Student Services Coordinator, EOPS/CARE Learning Disabilities Specialist	VP Instruction Career Counselor DSPS Counselor Faculty (Minimum of 1)
Academic Policies and Procedures Committee	Reviews students' petitions regarding academic policies and procedures	VP Student Services (Chair) Coordinator, Counseling/Student Success Assistant Director, Admissions and Records Division Representatives appointed by Academic Senate Learning Disabilities Specialist	VP Instruction Director, Admissions and Records Articulation Officer
Curriculum and General Education Committee	Review and approve curriculum for submission to the Board of Trustees	VP Instruction (Co-Chair) VP Student Services Division Chairs Director, Dental Hygiene Coordinator, Distance Learning Coordinator, Counseling/Student Success Director, Admissions and Records Articulation Officer/Coordinator, Student Learning Outcomes	VP Academic Senate (Co-Chair) Academic Senate President Director, CTE ASO Representative
Student Learning Outcomes and Assessment Steering Committee	Provide oversight, technical assistance and advice regarding Student Learning Outcomes at Taft College	Coordinator, Student Learning Outcomes (Chair) Curriculum and Academic Senate Representative Division Chair, or Designee from each Division Non-Teaching Faculty (1) Institutional Research Representative Student (1)	
Distance Education Committee	Collectively, these committees assist the Governance Council in performing its role in enrollment management, resource allocation	Distance Education Coordinator – Chair DE Integrated Technology Technician DSPS faculty member	

	<p>recommendations, maintaining a safe environment for student learning, recommendations regarding technology, annual and long range planning, and student success initiatives.</p>	<p>3 to 4 additional faculty members DE adviser Institutional Research Analyst Vice President of Instruction Student Representative appointed by ASO</p>
<p>Dual Enrollment Committee</p>	<p>Determine feasibility, develop policies and procedures and promote practices that contribute to the quality of the dual enrollment, concurrent enrollment, and CCAP programs at Taft College.</p>	<p>Taft College Vice President of Academic Senate Taft College Full Time Faculty Member – Chair Taft College Full Time Faculty Member – CTE Taft College Full Time Faculty Member Taft College Full Time Faculty Member Taft College Full Time Faculty member – Counseling Taft College Dual Enrollment Liaison Office of Instruction designee (non-voting) Taft Union High School Full Time Faculty Member (non-voting) Taft Union High School Full Time Faculty Member (non-voting) Taft Union High School Full Time Counselor (non-voting) Taft Union High School Administration designee (non-voting)</p>
<p>Career Technical Education Committee</p>	<p>In supporting the mission of Taft College, the Career Technical Education Committee is charged with enhancing communication and transparency among CTE programs, non-CTE programs, management and administrators. To fulfill this assignment, the Career Technical Education Committee will provide a forum for continual dialogue amongst CTE-related stakeholders who will make recommendations to guide intentional CTE development, enhancement, planning and sustainability providing guidance via strategies and approaches to maximize CTE program success and funding.</p>	<p>Career Development Counselor (or Workforce Development Coordinator) (Chair)</p> <p>Voting Members: Faculty (6) Admissions and Records Representative Counseling Representative, preferably CTE-related Articulation Officer</p> <p>Nonvoting Members: VP of Instruction VP of Student Services Director of CTE ASO Representative Instructional Assistant</p>

Associated Student Organization (ASO)

Role of the Associated Student Organization

The Associated Student Organization is the official governing organization of students enrolled at Taft College. The Board of Trustees recognizes the Associated Student Organization as the official voice of students. The Associated Student Organization provides a means for responsible and effective participation in the governance of the campus, is the official voice through which students' opinions may be expressed, and provides opportunities for all members of the college community to establish memorable experiences and life-long relationships through activities and events connected to Taft College.

The primary purpose of the Associated Student Organization is to advise the administration and the Board on the following matters identified in California regulations as having a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The Associated Student Organization also makes all appointments of students to governance bodies and their committees.

Website: <http://www.taftcollege.edu/clubs/>

Operational Groups

Operational groups are those groups which assist the Superintendent/President in implementing board policies by coordinating activities and functions at the College. Members serve in operational groups by virtue of their position in the District. The authority to serve in these capacities is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions or appointment to positions.

Operational Groups	Purpose	Membership	
Admissions and Attendance Committee	<ul style="list-style-type: none"> Review students' petitions for readmission or reinstatement 	VP Student Services (Chair) Coordinator, DSPTS Director, Admissions and Records Assistant Director, Admissions and Records Faculty (1)	VP Instruction Coordinator, EOPS/CARE Coordinator, Counseling/Student Success EOPS/CARE Counselor
Community Scholarship Committee	<ul style="list-style-type: none"> Select recipients of scholarship awards 	VP Student Services (Chair) Director, Financial Aid Faculty (Minimum of 2)	Director, Admissions and Records
Equal Employment Opportunity Advisory Committee	<ul style="list-style-type: none"> Evaluates programs and services for underrepresented groups of faculty and staff Participates in developing the District EEO Plan 	Director, Human Resources (Chair) Faculty (3) Management (3) Classified (3) Community (2) Human Resources Specialist	
Facilities Committee	<ul style="list-style-type: none"> Coordinate long range facilities planning 	EVP Administrative Services (Chair) Director, Maintenance and Operations Faculty (3) Management (1) Classified (3) Architects (3)	
Financial Aid Committee	<ul style="list-style-type: none"> Review students' petitions for exceptions to financial aid policy Make recommendations to the Vice President of Student Services on the basis of these reviews 	VP Student Services (Chair) Coordinator, Counseling/Student Success Faculty (Minimum of 2) Management (1) Classified (1) Ex-Officio Member: Financial Aid Technician	Director, Financial Aid

Operational Groups Continued	Purpose	Membership	
Health Benefits Committee	<ul style="list-style-type: none"> • Fact finding committee to research quality health care benefit plans for the District • Identify strategies to reduce health care benefit costs, retiree health care costs, and reduction of GASB 45 liability • Make recommendations to bargaining unit and administration related to health care costs 	Superintendent/President (Co-Chair) Director, Human Resources (Co-Chair) Faculty (2) Management (2) Classified (2) Faculty Retiree (1) Management Retiree (1) Classified Retiree (1) Ex-officio Member: Human Resources Specialist	EVP Administrative Services, (Co-Chair)
Public Information	<ul style="list-style-type: none"> • Coordinate communication of outreach, catalog and District websites 	VP Student Services (Chair) VP Instruction Website Coordinator Public Information Officer Outreach Coordinator Student Services Assistant	EVP Administrative Services Director, Information Services Institutional Research Faculty (1) Ex-Officio Members: Human Resources representative
Professional Development Committee	<ul style="list-style-type: none"> • Planning and facilitation of professional development activities for faculty and staff 	Faculty (Co-Chair) Faculty (Minimum of 4) Classified (Minimum of 4) Ex-Officio Member: Human Resources Analyst/Technology Coordinator	Director, Human Resources (Co-Chair) VP Student Services
Abilities Partnership Team (APT)	<ul style="list-style-type: none"> • Examines Taft College practices, policies and procedures of services and programs for students with disabilities • Educate the campus and other disability related issues 	DSPTS Coordinator (Chair) DSPTS High Tech Specialist TIL staff representative Community representatives	DSPTS Learning Specialist TIL Director VP Student Services

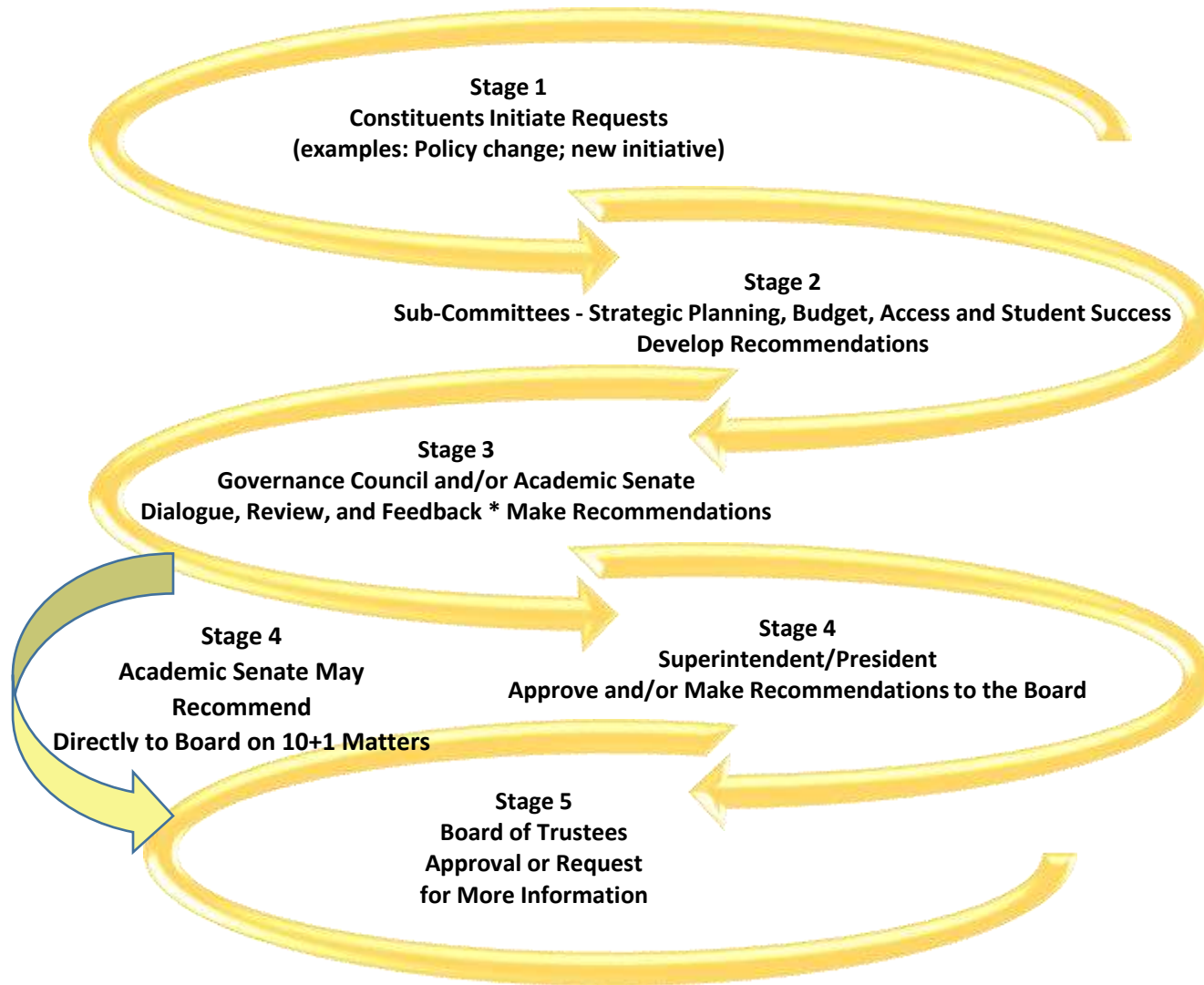
Task Forces

Task forces are established as needed to accomplish particular projects or address specific issues. They can be formed by the Superintendent/President, or by a governance group. Task force membership can be voluntary or by appointment.

Once the work of the task force is completed, the task force is generally dissolved. Some recurring tasks may need to be addressed but accomplishing this work does not require a standing body.

Taft College Participatory Governance Decision Making Process

“Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff and students, no matter what their official titles, in taking initiative for improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.” (ACCJC Standard IV.1)



Appendices

- Title 5 53200 – 53205
- Title 5 51203.5
- Title 5 51023.7
- Board Policy 2510
- Administrative Procedure 2510
- [Governance Council](#) Charter
- [Strategic Planning Committee](#) Charter
- [Budget Committee](#) Charter
- [Access Committee](#) Charter
- [Campus Safety and Security Committee](#) Charter
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- Governance Council Self-Evaluation Results 2014
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§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

Article 2. Academic Senate

§ 53200. Definitions

For the purposes of this Subchapter:

(a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, references to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

(c) “Academic and professional matters” means the following policy development and implementation matters:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgement of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

1. Amendment of Note filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of Note filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 53206. Academic Senate for California Community Colleges

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

History

1. New section filed 5-9-78; effective thirtieth day thereafter (Register 78, No. 19).
2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 78, No. 18).
3. Amendment of section submitted to OAL for printing only pursuant to Government Code section 11344.8 (Register 91, No. 23).
4. Amendment of subsection (a) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 51023. Faculty.

The governing board of a community college district shall:

(a) adopt a policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;

(b) adopt procedures which are consistent with the provisions of Sections 53000-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;

(c) substantially comply with district adopted policy and procedures adopted pursuant to Subsections (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

History

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant Education Code 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 2 (Register 95, No. 15).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 51023.5 Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

- (1) Definitions or categories of positions or groups of position other than faculty that compose the staff of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.
- (2) Participation structures and procedures for the staff positions defined or categorized.
- (3) In performing the requirements of Subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies.
- (4) Staff shall be provided with opportunities to participate in the formulations and development of district and college policies and procedures and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- (5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulations and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
- (7) The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, that the selection either be made by, or in consultation with such staff groups. In all cases, representatives shall be selected from the category that they represent.

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

(b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for staff participate shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this Section shall be construed to impinge upon the policies and procedures governing the participation rights fo faculty and students pursuant to Sections 53200-53204, and Sections 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this Section.

Note: Authority cited: Section 70901, Education Code, Reference: Sections 70901 and 70902, Education Code..

History

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b), (Register 91. No.
2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91. No. 43).
3. Amendment of subsections (a)(1), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 51023.7 Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will be a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative board of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary policies;

(4) curriculum development;

(5) courses or programs which should be initiated or discontinued;

(6) processes for institutional planning and budget development;

(7) standards and policies regarding student preparation and success;

(8) student services planning and development;

(9) student fees within the authority of the district to adopt; and

(10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegated among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

§ BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901 (b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7), Education Code.

History

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTEROY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

BP 2510 Participation in Local Decision-Making

Reference:

Education Code Section 70901(b)(7);

Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (Staff), and 51023.7 (Students);

ACCJC Accreditation Standard IV.A and IV.D.7

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5 Sections 53200 – 53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of all staff groups will be given every reasonable consideration.

Students (Title 5 Section 51023.7)

The Associate Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the information or administration of employee organizations or with the exercise of rights guaranteed

the Educational Employment Relations Act, Government Code Sections 3540 et seq.

See Administrative Procedure AP 2510

AP 2510 Participation in Local Decision-Making

Reference:

*Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq.; 51023.5 and 51023.7;
ACCJC Accreditation Standards IV.A and IV.D.7*

Staff

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures, as well as in those process for jointly developing recommendations for action, that have or will have a significant effect on staff.

Prior to the Board of Trustees taking action on such matters, staff will be provided with the opportunity to participate in the formulation and development of those matters through appropriately determined procedures and committee participation as described in the *Taft College Governance Guide*.

The Board shall give every reasonable consideration to recommendations and opinions of staff.

Procedures for Participation

The following procedures are provided to enable meaningful participation by staff in the college governance process:

1. Participation by staff in college governance will be facilitated primarily through the colleges' committee and Governance Council structure which is constituted to be representative of all employee segments in the district.
2. The selection of staff representatives to serve on college and district task forces, committees (with the exception of hiring committees) or other governance groups shall, when required by law, be made by those councils, committees, employee organizations or other staff groups that the governing board has official recognized in its policies and procedures, and as outlined in the *Taft College Governance Guide*.
3. Major recommendations of individual committees (excluding those within the purview of the Academic Senate under AB1725), that have implications for the larger community will be forwarded to Governance Council for review and consideration.

Scope of Regulations

1. In developing and carrying out policies and procedures pursuant to these regulations, the governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or

contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another.

2. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code.
3. In addition, the Governing Board shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters or employer-employee relations.
4. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing board.
5. It is the intent of the Governing Board to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

Faculty

Faculty shall be provided with opportunities to participate in the formulation and development of District and College policies and procedures in areas as specified by Title V {Subsection 53200 c.} and designated as “Academic and Professional Matters.”

“Rely Primarily On”

1. Those areas in which the Board of Trustees will “rely primarily on” the advice and judgment of the Academic Senate include:
 - A. The determination of degree and certificate requirements;
 - B. The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
 - C. The establishment of policies, procedures and programs for faculty professional development activities;
 - D. The establishment and review of grading policies;
2. In the above areas, the recommendation of the Academic Senate will normally be accepted. Only in exceptional circumstances for compelling reasons will the recommendations not be accepted.
3. When the Board of Trustees does not wish to accept the advice of the Academic Senate on these matters, the Board (or its designee) will send a written communication to request that the

Academic Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees.

4. If, upon consideration, the Academic Senate does not change its original recommendation, and, if it is the opinion of the Board that compelling legal, fiscal, or organizational reasons still exist, the Board may reject the advice of the Academic Senate.
5. This being the case, the final determination with rationale will be communicated to the Academic Senate in writing.

“By Mutual Consent”

1. Areas specified by Title 5 (Subsection 53200 c.) as “Academic and Professional Matters” where the Board of Trustees and the Academic Senate obligate themselves to reach mutual agreement include:

- A. The development of new educational programs;
- B. Standards or policies regarding student preparation and success;
- C. District governance structures, as related to faculty roles;
- D. Faculty roles and involvement in the accreditation process, including self-study and annual reports;
- E. Processes for program review;
- F. Processes for institutional planning and budget development;
- G. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

2. Mutual Agreement process

- A. The Academic Senate, or Superintendent/President identifies issues or problems with existing Board Policy. When the Superintendent/President or the Academic Senate seeks to consult collegially, the party seeking consultation shall initiate consultation in writing (email is acceptable). The parties shall then collegially consult in accordance with Board Policy 2510, Administrative Procedure 2510 and the participatory governance process described in the *Taft College Governance Guide*. The parties will strive to develop mutually agreed upon recommendations to the governing board regarding policies.
- B. Issues requiring resolution or the formulation of new policies are defined in the governance roles/responsibilities described the *Taft College Governance Guide*. Responsible parties for writing a document or policy are defined by Board Policy/Administrative Procedure 2510, and Board Policy/Administrative Procedure 2410.

- C. The finished document or policy is review by the Academic Senate in accordance with Board Policy/Administrative Procedure 2410 and the *Taft College Governance Guide*.
- D. The Superintendent/President presents the document or policy to the Board of Trustees for final approval. The Academic Senate President also has the opportunity to address the Board.
- E. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic or professional matter where the Board has designated "By Mutual Consent", alternative recommendations may be brought before the Board. If there is no existing policy and the parties cannot reach mutual agreement, the Board of Trustees may act if there compelling legal, fiscal, or organizational reasons to do so.

The Board of Trustees may act without reaching mutual agreement with the Academic Senate only in cases of compelling legal, fiscal, or organizational reasons as described in Title 5, Section 53203, and will provide an explanation of those reasons.

Students:

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration.

Procedures for Participation:

The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Charter for the Governance Council (GC)

Role of the Governance Council

The Governance Council primary role is to:

- (1) **Review** and **approve** recommendations from all Governance Council committees. The committees make recommendations, provide information, or serve as resources to the GC which approves/does not approve the recommendations and forwards their recommendations to the President for a final decision.
- (2) **Assist** in the development of the overall vision, mission, and long term goals of the College in conjunction with the Board of Trustees.
- (3) **Lead** the development of the Mission Statement and Strategic Plan collaborating with the Strategic Planning Committee and Budget Committee.

The Governance Council:

- Serves as the shared decision making body of the college
- Encourages participation of all members of the college community in the college governance process
- Ensures a flow of communication and the sharing of information within the Governance Council and among all segments of the college community
- Provides processes for the link between budgeting and planning to ensure that the budget supports student learning and the College's Strategic Plan
- Identifies governance subcommittees and taskforce committees to report to the Governance Council as needed
- Develops criteria for ranking program review-based budget requests
- Reviews program review-based budget requests
- Ranks program review-based budget requests and recommends to the president which proposals should be funded
- Facilitates ongoing integrated planning in order to ensure flexible collaboration among stakeholders and alignment, reporting, and evaluation of activities to meet planning goals

Structure of the Governance Council

- The College President and Academic Senate President shall co-chair the Governance Council.
- The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of the Governance Council. The agenda building process shall allow for agenda item suggestions from any member of Governance Council.
- Constituents may request that an item be placed on the Governance Council agenda through their Governance Council representative. The Governance Council representative will present the request to the Governance Council Co-Chairs for evaluation and review.
- The Governance Council shall follow the college model for decision by consensus and shall make use of a facilitator, and timekeeper who are appointed from among the voting members at each meeting. A quorum must be present for a vote on action items.
- The decision rule for Governance Council is unanimous, though "thumbs sideways" stand aside votes will not block action.
- Quorum is defined as 50% of the Governance Council membership, plus one.

Membership of the Governance Council

The membership of the Governance Council shall be as follows:

Administration (6)

- President
- Vice President, Instruction
- Vice President, Student Services
- Executive Vice President, Administrative Services
- Executive Director, Human Resources
- Executive Director of Institutional Research & Planning

Academic Senate (7)

- Academic Senate President
- Division Chair, Applied Technologies or designee
- Division Chair, Liberal Arts or designee
- Division Chair, Learning Support or designee
- Division Chair, Math and Sciences or designee
- Division Chair, Social Sciences or designee
- Division Chair, English Language Arts

Management (1)

Classified (4)

Associate Student Organization (1)

Total (19)

Meeting Schedule of the Governance Council

At the beginning of each semester, the Governance Council shall adopt a proposed twice-monthly meeting schedule with each meeting scheduled for a maximum of two hours.

Strategic Planning Committee (SPC)

The Strategic Planning Committee is a subcommittee of the Governance Council that works to maintain the integrity, transparency and implementation of institutional planning processes; ensure that all college community members have the opportunity to participate strategic planning; schedule; keep track of long-term goals and publish progress reports on progress toward planning goals; integrate and align institutional planning processes and timelines;

The Strategic Planning Committee's role is to:

- (1) Oversee the Strategic Planning process** - make recommendations regarding best practice and implementation of the Strategic Planning process, Annual Program Review process, Accreditation processes and other institutional planning processes to the Governance Council;
- (2) Facilitate planning**, including but not limited to the support, implementation and integration of the Educational Master Plan, Strategic Action Plan, Facilities Master Plan, Campus Safety Plan, Technology Master Plan, Annual Program Review (APR) and other College planning documents, in alignment with accreditation requirements and processes; as identified in ACCJC Standard I.
- (3) Assess program plans and program goals** for consistency with institutional plans and goals; includes checking Annual Program Reviews as they are submitted for consistency with College planning documents and processes, and working with APR leads to update them as needed; in alignment with accreditation requirements and institution set standards;
- (4) Monitor and report** on institutional planning indicators, providing periodic updates on the status of the indicators to the Governance Council and college community.

Membership of the Strategic Planning Committee

The Strategic Planning Committee Membership Consists of:

- Executive Director of Institutional Research & Planning (Chair)
- VP Administrative Services (or designee)
- VP Instruction (or designee)
- VP Student Services (or designee)
- VP Academic Senate (or designee)
- Dean of Student Success
- Coordinator, Student Learning Outcomes
- Academic Senate Representative (3)
- Classified Representative (1)
- Student Representative (1)

Charter for the Budget Committee (BC)

As a fact-finding committee, the Budget Committee reports to the Governance Council.

Role of the Budget Committee

The Budget Committee's primary role is to:

- (1) **Monitor** budgetary issues;
- (2) **Inform** the Governance Council of available resources for new positions and programs;
- (3) **Inform** the Governance Council regarding budgetary issues.

The Budget Committee:

- Understands Taft College approved budget
- Understands state budget and Taft College's allocation
- Knows fixed expenses
- Is aware of new funding sources

Membership of the Budget Committee

The Budget Committee Membership Consists of:

- Executive VP of Administrative Services (chair) 1
- Academic Senate Up to 3
- Classified Management 1
- Foundation Director 1
- Grants Representative 1
- Classified 1

Total 8

Meeting Schedule of the Budget Committee

At the beginning of each semester, the Budget Committee shall adopt a meeting schedule that meets the Governance Council needs.

Access Committee

The role of the Access Committee:

Purpose: The Access Committee was constituted by action of the Governance Council to student and provide decision support related to “access”: to educational opportunities to the community of learners served by Taft College. This includes but is not limited to:

- Effective enrollment management
- Considering new programs/certificates, or when following the existing “discontinuation” policy,
- Assessing educational pathways from high school and to other 2-yr or 4-yr institutions.

Membership Criteria: In addition to the designated co-chairs, the Access Committee shall consist of a minimum of 5 members, The following criteria are not prescriptive, but are to be used to help guide committee makeup to ensure a diversity of perspectives, roles and required skillsets are represented:

	Student Services	Instruction	Other	Curriculum	State/TC Process	Technology	Pedagogy	Reporting/Data	SLO's	..
Administration										
Classified										
Non-teaching faculty										
Teaching Faculty										
Student										

Leadership:

The Leadership shall be a shared responsibility between two co-chairs

- Co-Chair: Vice President of Instruction
- CO-Chair: Faculty Senate appointee

Meeting Schedule: The Access Committee members shall meet a minimum of once per month during the academic year. Meetings include working groups established by the Access Committee for primary topics of investigation with membership drawn from the college and community; working group members shall act as liaison with other groups on campus on behalf of the Access Committee.

Reporting Schedule: The Access Committee shall submit summary reports on its work to the Governance Council at least one calendar week prior to any regularly scheduled Governance Council meeting.

Self-Evaluation: The Access Committee shall:

- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

Campus Safety and Security Committee

VISION:

Achieve continuous safety and security performance improvement by fully integrating safety and security philosophy and practices into all campus activities, facilities, operations, design and planning.

MISSION:

The Campus Safety and Security Committee supports the mission of the college by fostering and promoting a welcoming and safe place for learning and working by enhancing and maximizing safety for students, staff, faculty, and visitors on the TC campus.

PURPOSE:

The Campus Safety & Security Committee serves as the central focal point to examine campus security and safety issues and responsibilities. The Committee provides a forum for input from all campus constituents and acts as a resource to ensure safety and security is considered in all college planning and execution. The Committee will receive input, investigate current crime trends, campus safety & security issues, develop new policies and procedures, as well as analyze past events for potential improvement and make recommendations including campus training opportunities.

SPECIFIC RESPONSIBILITIES:

1. Review annual crime stats, ensure accuracy
2. Recommend new or revised policies related to campus safety
3. Campus awareness: communicate safety issues to campus community
4. Recommend ways to reduce or eliminate EHS/OSHA issues
5. Promote accident prevention and loss control
6. Promote OSHA awareness and training
7. Serve as a point of contact for all concerns regarding campus safety and security
8. Review pertinent policies, procedures, and data and communicate findings to appropriate persons
9. Advise President and other committees regarding our accomplishments via an annual report
10. Recommend staffing related to security/safety personnel and campus needs

MEMBERSHIP REPRESENTATION:

The Campus Safety & Security Committee consists of a maximum of fourteen (14) members:

Vice President, Student Services – Chair
Executive Vice President, Administrative Services
Executive Director, Information Services
Director, Maintenance & Operations
Executive Director, Human Resources
Director, Campus Safety and Security
Dorm Supervisor
WESTEC Representative, Executive Director/CIO
Science Department Representative

Athletic Department Representative
Bookstore Representative
Faculty Representative appointed by Academic Senate
Classified Representative appointed by CSEA

Student Representative appointed by ASO

MEMBERSHIP AND MEETING POLICIES:

The Vice President of Student Services will serve as the Committee Chair. The person serving as chair in any particular meeting shall not vote in that meeting except in the case of a tie. The recording secretary will be responsible to the Chair for contacting the members of the Committee, taking and distribution of minutes, and setting the dates, times, and a meeting room, for each meeting.

MEETING SCHEDULING, AGENDAS, AND MINUTES:

The Committee shall meet as often as needed to accomplish its goals and responsibilities, normally monthly.

REVIEW:

The Charter will be reviewed annually by the Committee and recommendations for changes shall be submitted to the Governance Council.

GUIDING PRINCIPLES AND EXPECTATIONS:

Committee members shall:

- have integrity—be ethical in all of their actions
- be enthusiastic in matters pertaining to the Committee
- be knowledgeable about the issues pertaining to the Committee
- lead by example
- encourage others

Committee members further promise to:

- maintain a working familiarity with the Committee procedures
- meet the expectations being placed upon them
- work within the Campus Safety and Security Committee mandate/charter
- take individual responsibility
- remain committed to doing the very best they can do to accomplish committee goals

Information Technology Committee (ITC)

Role of the Information Technology Committee:

The Information Technology Committee serves as the central focal point to examine technology planning and operations at Taft College. The Committee provides a forum for input from all campus constituents and acts as a resource with regard to technology planning and operational effectiveness. The Committee receives input, recommends areas of interest, analyzes technology effectiveness, and makes recommendations regarding technology-related matters including campus technology training needs. The Committee leads the development of the Technology Master Plan and provides annual updates to the plan.

SPECIFIC RESPONSIBILITIES:

- 1) Coordinates technology plans and technology related operational issues
- 2) Leads the development of the Technology Master Plan.
- 3) Reviews technology-related policies and procedures and serve as a communication link to campus constituents regarding campus technology.
- 4) Gathers data, deliberate and make recommendations including new or revised policies and procedures to address technology use on campus.
- 5) Assesses the need for technology training and make recommendations to the Staff Development Committee.
- 6) Evaluates, discusses and recommends technology solutions to support student success and college operations.

MEMBERSHIP REPRESENTATION:

The Information Technology Committee consists of:

Director, Information Services (Co-Chair) Coordinator, Distance Learning (Co-Chair)
Superintendent/President
VP Instruction
VP Student Services
Academic Senate President
Human Resources Representatives
Library Representative
Information Services Representative (min of 2)
TIL Representative
CTE Representative
Information Technologist
Faculty (2)

Total: 14

MEMBERSHIP AND MEETING POLICIES:

The Director of Information Technology Services and the Coordinator of Distance Learning co-chair this committee. The Information Technology Administrative Assistant communicates the dates, times and meeting locations for the committee, and is responsible for taking and distributing minutes.

MEETING SCHEDULING:

The Committee shall meet on a monthly basis.

Reviewed in Fall of 2018

Student Success Committee

MISSION:

Promote a campus-wide culture that fosters and supports student learning, access, success, goal completion, and institutional effectiveness.

SPECIFIC RESPONSIBILITIES:

1. Review and analyze college student success data.
2. Develop broad, comprehensive strategies for improving student success.
3. Analyze and understand the common barriers and momentum points that students experience.
4. Use data to identify patterns of demand to inform schedule building to support student goal completion.
5. In conjunction with the Access Committee, review methods to improve the integration and alignment of student success efforts across the various plans, including the Student Success and Support Program Plan and Student Equity Plan.
6. Report and make recommendations to the Governance Council and other college committees regarding issues relating to student success.

MEMBERSHIP REPRESENTATION:

Vice President, Student Services or Designee – Chair
Dean of Student Success
Career Technical Education Director
Director, Admissions and Records
Coordinator, Distance Learning
Division Chair, Learning Support Division
Executive Director of Institutional Research and Planning
Faculty Representative appointed by Academic Senate
Classified Representative appointed by CSEA
Pre-Collegiate Success Coordinator
Student Representative appointed by ASO

MEMBERSHIP AND MEETING POLICIES:

The Vice President of Student Services or Designee will serve as the Committee Chair. The person serving as chair in any particular meeting shall not vote in that meeting except in the case of a tie. The recording secretary will be responsible to the Chair for contacting the members of the Committee, taking and distribution of minutes, and setting the dates, times, and a meeting room, for each meeting.

MEETING SCHEDULING, AGENDAS, AND MINUTES:

The Committee shall meet once a month to accomplish its goals and responsibilities

REVIEW:

The Charter will be reviewed annually by the Committee and recommendations for changes shall be submitted to the Governance Council.

Guiding Principles for all the Governance Council Committees

The Committee Leaders Promise to:

- Be Ethical in all of their actions
- Have Integrity
- Be Enthusiastic in matters pertaining to the Committee
- Be Knowledgeable about the issues pertaining to the Committee
- Lead by example
- Encourage others

The Committee Members Promise:

- Know the Committee procedures
- Know the expectations being placed upon them
- Know the mandates pertaining to the Committee's charge
- Take individual responsibility
- Be committed to doing the very best they can do

All of the Governance Council Committees will:

- Evaluate their performance at the end of each academic year
- Review the Committee Charter at the beginning of each academic year

The Guiding Principles are evaluated annually at the same time as the Committee Charter

Governance Council Effectiveness Evaluation: Spring 2014

The following statements are of various functions of Taft College's Governance Council as identified in its charter. Use the scale below to indicate your level of agreement with how effective the Governance Council is at achieving the function in function in the statement. If you are not sure about a specific statement, mark it with "DK." Feel free to comment on your response on any statement. All ratings and comments will be brought back to the Governance Council for discussion and recommendations to improve its effectiveness in achieving that function.

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neutral
- 4 Somewhat Disagree
- 5 Disagree
- DK Don't Know

To take the survey, please visit:

<http://planning.taftcollege.edu/content/forms.php?do=forms&fid=36>

Part I: Effectiveness in Achieving its Charter

The Governance Council is Effective in:

1. Reviewing and approving recommendations from the Strategic Planning Committee (SPC) and the Budget Committee (BC).
2. Assisting in the development of the overall vision, mission, and long term goals of the College (every three to six years).
3. Leading the development of the Mission Statement and Strategic Plan (every three to six years).
4. Serving as the shared decision making body of the college
5. Encouraging participation of all members of the college community in the college governance process
6. Ensuring a flow of communication and sharing of information within the Governance Council and among all segments of the college community
7. Providing processes for the link between budgeting and planning to ensure that the budget supports student learning and the College's Strategic Plan
8. Identifying governance subcommittees and taskforce committees to report to the Governance Council as needed
9. Developing criteria for ranking program plan proposals
10. Reviewing program plan proposals
11. Ranking program plan proposals and making recommendations to the president which proposals should be funded

Part II: Effectiveness

12. The College President and Academic Senate President effectively co-chair the Governance Council.
13. The co-chairs review minutes and create agendas that reflect the areas of responsibility of the Governance Council.
14. The agenda building process allows for agenda item suggestions from any member of all the College Community through their Governance Council representative.
15. The Governance Council follows the college model of decision by consensus.
16. The Governance Council makes use of a facilitator, recorder, and timekeeper who are appointed from among the voting members at each meeting.
17. The Governance Council meets frequently enough to effectively conduct its business.

Part III: Guiding Principles:

The Governance Council Members:

18. Are ethical in all of their actions
19. Have integrity
20. Are enthusiastic in matters pertaining to the Committee
21. Are knowledgeable about the issues pertaining to the Committee
22. Lead by example
23. Encourage others
24. Know the Committee procedures
25. Know the expectations being placed upon them
26. Know the mandates pertaining to the Council's charge
27. Take individual responsibility
28. Are committed to doing the very best they can do
29. Evaluate their performance at the end of each academic year
30. Review the Governance Council Charter at the beginning of each academic year

Part IV: Comments

31. What is the Governance Council doing well that could serve as an example for how to facilitate other processes?
32. What can the Governance Council do better to more effectively accomplish its role?

Part I: Effectiveness in Achieving its Charter

The Governance Council is Effective in:

1. Reviewing and approving recommendations from the Strategic Planning Committee (SPC) and the Budget Committee (BC).

Q01	Count	Percent
Strongly Agree	3	21.4%
Somewhat Agree	10	71.4%
Neutral	1	7.1%
Total	14	100.0%

2. Assisting in the development of the overall vision, mission, and long term goals of the College (every three to six years).

Q02	Count	Percent
Strongly Agree	9	64.3%
Somewhat Agree	3	21.4%
Neutral	2	14.3%
Total	14	100.0%

3. Leading the development of the Mission Statement and Strategic Plan (every three to six years).

Q03	Count	Percent
Strongly Agree	8	57.1%
Somewhat Agree	3	21.4%
Neutral	1	7.1%
Don't Know	2	14.3%
Total	14	100.0%

4. Serving as the shared decision making body of the college.

Q04	Count	Percent
Strongly Agree	10	71.4%
Somewhat Agree	2	14.3%
Neutral	1	7.1%
Somewhat Disagree	1	7.1%
Total	14	100.0%

5. Encouraging participation of all members of the college community in the college governance process.

Q05	Count	Percent
Strongly Agree	6	42.9%
Somewhat Agree	6	42.9%
Neutral	2	14.3%
Total	14	100.0%

6. Ensuring a flow of communication and sharing of information within the Governance Council and among all segments of the college community.

Q06	Count	Percent
Strongly Agree	5	35.7%
Somewhat Agree	6	42.9%
Neutral	3	21.4%
Total	14	100.0%

7. Providing processes for the link between budgeting and planning to ensure that the budget supports student learning and the College's Strategic Plan.

Q07	Count	Percent
Strongly Agree	5	35.7%
Somewhat Agree	5	35.7%
Neutral	3	21.4%
Somewhat Disagree	1	7.1%
Total	14	100.0%

8. Identifying governance subcommittees and taskforce committees to report to the Governance Council as needed.

Q08	Count	Percent
Strongly Agree	8	57.1%
Somewhat Agree	3	21.4%
Neutral	3	21.4%
Total	14	100.0%

9. Developing criteria for ranking program plan proposals.

Q09	Count	Percent
Strongly Agree	6	42.9%
Somewhat Agree	5	35.7%
Neutral	2	14.3%
Don't Know	1	7.1%
Total	14	100.0%

10. Reviewing program plan proposals.

Q10	Count	Percent
Strongly Agree	7	50.0%
Somewhat Agree	2	14.3%
Neutral	2	14.3%
Strongly Disagree	1	7.1%
Don't Know	2	14.3%
Total	14	100.0%

11. Ranking program plan proposals and making recommendations to the president which proposals should be funded.

Q11	Count	Percent
Strongly Agree	8	57.1%
Somewhat Agree	4	28.6%
Neutral	2	14.3%
Total	14	100.0%

Part II: Effectiveness of Persons and Processes

12. The College President and Academic Senate President effectively co-chair the Governance Council.

Q12	Count	Percent
Strongly Agree	11	78.6%
Somewhat Agree	3	21.4%
Total	14	100.0%

13. The co-chairs review minutes and create agendas that reflect the areas of responsibility of the Governance Council.

Q13	Count	Percent
Strongly Agree	9	64.3%
Somewhat Agree	3	21.4%
Neutral	1	7.1%
Don't Know	1	7.1%
Total	14	100.0%

14. The agenda building process allows for agenda item suggestions from any member of all the college community through their Governance Council representative.

Q14	Count	Percent
Strongly Agree	7	50.0%
Somewhat Agree	4	28.6%
Neutral	3	21.4%
Total	14	100.0%

15. The Governance Council follows the college model of decision by consensus.

Q15	Count	Percent
Strongly Agree	11	78.6%
Somewhat Agree	3	21.4%
Total	14	100.0%

16. The Governance Council makes use of a facilitator, recorder, and timekeeper who are appointed from among the voting members at each meeting.

Q16	Count	Percent
Strongly Agree	12	85.7%
Somewhat Agree	1	7.1%
Neutral	1	7.1%
Total	14	100.0%

17. The Governance Council meets frequently enough to effectively conduct its business.

Q17	Count	Percent
Strongly Agree	10	71.4%
Somewhat Agree	1	7.1%
Neutral	2	14.3%
Somewhat Disagree	1	7.1%
Total	14	100.0%

Part III: Guiding Principles

The Governance Council Members:

18. Are ethical in all of their actions.

Q18	Count	Percent
Strongly Agree	7	50.0%
Somewhat Agree	6	42.9%
Neutral	1	7.1%
Total	14	100.0%

19. Have integrity.

Q19	Count	Percent
Strongly Agree	9	64.3%
Somewhat Agree	4	28.6%
Neutral	1	7.1%
Total	14	100.0%

20. Are enthusiastic in matters pertaining to the Committee.

Q20	Count	Percent
Strongly Agree	6	42.9%
Somewhat Agree	5	35.7%
Neutral	3	21.4%
Total	14	100.0%

21. Are knowledgeable about the issues pertaining to the Committee.

Q21	Count	Percent
Strongly Agree	6	42.9%
Somewhat Agree	6	42.9%
Neutral	2	14.3%
Total	14	100.0%

22. Lead by example.

Q22	Count	Percent
Strongly Agree	5	35.7%
Somewhat Agree	9	64.3%
Total	14	100.0%

23. Encourage others.

Q23	Count	Percent
Strongly Agree	6	42.9%
Somewhat Agree	6	42.9%
Neutral	2	14.3%
Total	14	100.0%

24. Know the Committee procedures.

Q24	Count	Percent
Strongly Agree	7	50.0%
Somewhat Agree	6	42.9%
Neutral	1	7.1%
Total	14	100.0%

25. Know the expectations being placed upon them.

Q25	Count	Percent
Strongly Agree	7	50.0%
Somewhat Agree	6	42.9%
Neutral	1	7.1%
Total	14	100.0%

26. Know the mandates pertaining to the Council's charge.

Q26	Count	Percent
Strongly Agree	5	35.7%
Somewhat Agree	6	42.9%
Neutral	3	21.4%
Total	14	100.0%

27. Take individual responsibility.

Q27	Count	Percent
Strongly Agree	5	35.7%
Somewhat Agree	7	50.0%
Neutral	2	14.3%
Total	14	100.0%

28. Are committed to doing the very best they can do.

Q28	Count	Percent
Strongly Agree	8	57.1%
Somewhat Agree	6	42.9%
Total	14	100.0%

29. Evaluate their performance at the end of each academic year.

Q29	Count	Percent
Strongly Agree	10	71.4%
Somewhat Agree	4	28.6%
Total	14	100.0%

30. Review the Governance Council Charter at the beginning of each academic year.

Q30	Count	Percent
Strongly Agree	9	64.3%
Somewhat Agree	4	28.6%
Don't Know	1	7.1%
Total	14	100.0%

Governance Council Evaluation Results Fall 2014: Comments**31: What is the Governance Council doing well that could serve as an example for how to facilitate other processes?**

1. Facilitating. A critical component of meetings is allowing individuals to speak, just not all at once. In addition, the agenda is followed accurately and discussion of other items is tabled/not allowed. GC meetings operate very smoothly and I wish other meetings regarding campus issues were operated the same.
2. I think we try to vet out issues before reaching for consensus, even if it takes more time to reach that consensus.
3. Good discussions and agenda topics, broad conversations related to Student Success, endorsing of EMP, program review-enhanced processes, Comprehensive Program Review considerations, addition of relevant subcommittees.
4. Governance Council spends time ensuring common understanding before making decisions. Discussions are focused on specific topics and stay away from discussion of personalities. Alternate viewpoints are encouraged and explored but are not allowed to halt the decision-making process.

32: What can the Governance Council do better to more effectively accomplish its role?

1. I understand the concept that all members must be involved by facilitating, timekeeping, and recording but I do not understand why there is a recorder and someone to take the minutes. The task of recorder seems redundant since there is a minute-taker.
2. I think that we need to close the gap between administration and faculty/staff as to the parameters of what the term "shared governance" means. I think at times there is too much negativity in the room. And, lastly, there are some members that seem to like to hear themselves talk and in the process of fulfilling that apparent need, hijack some meeting topics.
3. Evaluation of some of the institutionally set timelines may increase effectiveness.

The Governance Guide was officially reviewed by the Governance Council on September 28, 2018.

The Guide was updated on September 28, 2018.

